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doubled. In other words, it is doubtful if any adequate treatment of the subject in this book can be attempted with the omissions which Mr. White in his preface frankly states he has made: "This text does not assume to offer a theory of music, nor does it present an exposition of scales, intervals, and chord material." Four-part writing must inevitably be based on these very factors, if it is to be logical and intelligent. Nor can this material be disposed of as elementary, as in a previous volume. The study of structure of the scale and of chords should not be separated from four-part or chord writing.

P. W. DYKEMA

ETHICAL CULTURE SCHOOL
NEW YORK CITY

Home Reading for High School Pupils. By MARY H. DOWD and F. MABEL WINCHELL. Manchester, N.H.: The John B. Clarke Co., 1912. Pp. 58.

There are several good high-school lists in the field, but as localities differ and tastes as well, each new one adds something of interest and merit. Only one fault can be found with this list: the space devoted to current fiction. Popular novels such as *The Rosary* and *Freckles* seem out of place in a high-school list, as attention should be directed from, instead of attracted to, that kind of reading. The high-school list has a place because it suggests something better than the latest popular novel.

Practical Use of Books and Libraries: An Elementary Manual. By GILBERT O. WARD. Boston: Boston Book Co., 1911. Pp. 81. \$1.00.

Teaching Outline to Accompany the "Practical Use of Books and Libraries." By GILBERT O. WARD. Boston: Boston Book Co., 1911. Pp. 34. \$0.50.

High schools in several cities have within the last five years given instruction to incoming classes on the use of the library. Mr. Ward's course is the most definite which has appeared for high-school students, being the results of his experience as supervisor of high-school branch libraries in Cleveland. The course includes eight lessons: "Structure and Care of Books," "Printed Parts of a Book," "Card Catalogue," "Numbering and Arrangement of Books in Public Libraries," "Reference Books," "Magazines," "Use of the Library in Debating," "Buying Books." The reference books discussed in the course and the extracts from other books are related to the high-school course and show the application of the library tools to next day's lessons. A useful chapter is that on the use of the library in debate, containing a list of debate handbooks and directions for procuring and using government documents and the *Congressional Record*. Specimen extracts from four dictionaries are included in the appendix to the manual.

The lessons, according to the *Teaching Outline* which accompanies them, are intended to be given through the four years of high school. Fortunate, however, is the high school where such a course is given in the first year. Without such training students are at a disadvantage because of wasted time, and handicapped by lack of knowledge. Written exercises to be returned for each lesson are presented in the *Teaching Outline*, together with an oral quiz on each subject.

GRACE THOMPSON

FREE PUBLIC LIBRARY
NEWARK, N.J.

Masters of the English Novel: A Study of Principles and Personalities.

By RICHARD BURTON. New York: Henry Holt & Co., 1909.

Pp. ix+357. \$1.25.

It is over three-quarters of a century since Emerson made his first visit to England and subjected the parent people to the fairest and sanest scrutiny it has ever known. One of the "English traits" he pointed out in the resultant work is the combination, in individual and nation, of the extreme of manly courage and strength and of feminine tenderness. In the years that have since elapsed literary criticism has repeatedly dwelt upon this national characteristic; perhaps no other English quality, save possibly the bias toward moralism, has been more emphasized. And yet in our studies of the novel, the literary type which has most sensitively responded to the gaining feminism in British life, little has been made of this important subject. In view of its profound bearing upon modern social and political ideals this omission is truly surprising: and it is the more surprising because English fiction from Lyly to Hardy is full of impressive evidence, both internal and external, of this significant trait. In fact, it is hardly too much to say that the history of the English novel has no meaning except as it chronicles the gradual displacement of the heroic ideal by the humanitarian, which is compounded of masculine strength and feminine tenderness.

It is gratifying, then, to find in Professor Burton's introductory chapter a plain, emphatic statement of this principle. To be sure, its significance is somewhat weakened by undue dwelling upon the growing importance of woman in fiction, and the consequent impression of a widening gap between the sexes; whereas the truth lies in the opposite direction. But there is a real service in bringing the matter to the fore; and in associating with this principle the progress of the democratic ideal, the larger conscious interest in personality, and the English novel's devotion to high serious purpose, the author shows himself very near to the heart of his subject.

With such indications of grasp and insight before him at the outset, the reader has disappointment in store for him in the following pages. Doubtless the title of the book promises merely a series of loosely connected studies rather than the logical exposition of a literary evolution. But surely the